

DOCUMENT RESUME

ED 041 164

08

VT 011 522

AUTHOR White, Thomas C.; Anderson, Floyd L.
 TITLE Food Preparation and Service, Course Description.
 INSTITUTION Minneapolis Public Schools, Minn. Work Opportunity Center.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
 BUREAU NO BR-5-0187
 PUB DATE 69
 GRANT OEG-3-6-000383-0848
 NOTE 37p.

EDRS PRICE MF-\$0.25 HC-\$1.95
 DESCRIPTORS Annotated Bibliographies, Case Studies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, *Dropout Rehabilitation, *Food Service Occupations, Foods Instruction, Motivation Techniques, *Occupational Home Economics, Out of School Youth, Teaching Techniques, Unemployed, Work Attitudes

IDENTIFIERS *Elementary Secondary Education Act Title III, ESFA Title III

ABSTRACT

Prepared by an instructor and curriculum development specialist of the Minnesota Work Opportunity Center, this course is designed to help dropout and/or hard-core unemployed youth develop knowledge and skills needed for food service occupations. Originally, students were allowed to enter training at any time and for any block of time, but this resulted in too many part-time students. A new program was developed for full-time students which includes classroom instruction and kitchen experiences. In the kitchen, the student begins at the entry level and gradually progresses through a series of tasks until he becomes the supervisor for a week. At the end of the program, students are qualified for the position of salad worker, short order cook, cook's helper, kitchen worker, baker's helper, and waitress or waiter. Instructional topics are soups and sauces, vegetables, meats, salads, desserts and bakery items, and buffet and customer service. An annotated bibliography is included, and brief descriptions of the Center's instructional areas, a listing of teaching techniques and motivation devices, and case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (SB)

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FOOD PREPARATION
AND SERVICE

COURSE DESCRIPTION

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THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

FOOD PREPARATION
AND SERVICE

REPORT PREPARED BY:

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ACKNOWLEDGMENTS

Mrs. Jean M. Sontag for typing the description
Mr. Ervin W. Bly and students for printing
Mr. Patrick D. Murrill for the cover design
Michael P. Joseph, Ph. D., Research Director
Mr. Roy E. Almen, Research Assistant
And other members of the Center staff

The work presented herein was performed pursuant to
grants from the United States Office of Education,
Department of Health, Education, and Welfare.

INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and foods), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existent. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincerity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

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STATEMENT OF OBJECTIVES

To develop in each student:

1. Knowledge and skills in the fundamentals of food preparation and/or service.
2. Desirable work habits.
3. An understanding of technical information related to this field.
4. A workable knowledge of state and local food sanitation and safety regulations.
5. An interest in the food service industry as a vocational choice and an awareness of job opportunities in this field.
6. Self confidence in their ability to succeed in this field.

OBJECTIVE 1

To develop in each student knowledge and skills in the fundamentals of food preparation and/or service.

A student achieving this objective will:

1. Select, store, and prepare meats, fish, and fowl.
2. Select, store, and prepare a variety of fresh, frozen, and canned vegetables.
3. Select and store salad ingredients, and prepare fruit, vegetable, jello, fish, and meat salads.
4. Select and store dessert and bakery ingredients. Prepare a variety of breads, cakes, cookies, pies, desserts, icings, fillings, sauces, etc.
5. Prepare roux, sauce, gravies, soups, and soup and fish stocks.
6. Assist in the management of supplies.
7. Arrange and serve food imaginatively and maintain a clean dining area.
8. Have a knowledge of kitchen supervision practices.

OBJECTIVE 2

To develop in each student desirable work habits.

A student achieving this objective will:

1. Be consistent in his work.
2. Be clean and know importance of personal cleanliness.
3. Constantly work toward a better product.
4. Keep frequently used tools and equipment close at hand.
5. Properly care for kitchen tools and equipment.
6. Keep work station orderly.

7. Report to work on time.
8. Be willing to follow orders and accept constructive criticism.
9. Know proper procedures in case of sickness or accident.
10. Cooperate with fellow workers, supervisors, and employers.

OBJECTIVE 3

To develop in each student an understanding of the technical information related to this field.

A student achieving this objective will:

1. Know how to read, understand, and adjust recipes, menus, cooking directions.
2. Understand and use the vocabulary of this occupational field.
3. Understand the proper use and care of kitchen tools and equipment.
4. Recognize the importance and many facets of the food preparation industry.
5. Have a knowledge of food cost and control.
6. Have a working knowledge of weights, measures, and temperatures.
7. Be able to handle menu planning and serving.

OBJECTIVE 4

To develop in each student workable knowledge of state and local food sanitation and safety regulations.

A student achieving this objective will:

1. Know, understand, and comply with state and local sanitation and safety laws.
2. Keep kitchen prepared for state and local health and sanitation inspectors.
3. Be aware of pest control methods.
4. Know safety procedures for machines.
5. Know and practice good sanitation procedures in the kitchen.

OBJECTIVE 5

To develop in each student an interest in the food service industry as a vocational choice and an awareness of job opportunities in this field.

A student achieving this objective will:

1. Demonstrate greater interest as he progresses from one work station to another.
2. Understand the importance of the food service industry.
3. Understand the requirements for employment in this field.
4. Develop contacts with people employed in the field.

OBJECTIVE 6

To develop in each student self-confidence in his ability to succeed in this field.

A student achieving this objective will:

1. Understand and follow through with assigned tasks.
2. Review demonstrations.
3. Be open minded about accepting new and improved methods.
4. Have respect for the rights of others.
5. Increase his skills and knowledge through special projects.

ATTAINMENT OF OBJECTIVES

Daily preparation of a complete noon luncheon menu, "coffee-break", snacks, and occasional special dinners are the challenges for students and instructor in WOC Food Preparation and Services course. The WOC has complete cafeteria facilities for student and staff dining and is open to the public. Approximately three or four students at any given time can receive training in each of the several kitchen and dining specialties: soups and sauces, salads, bakery, meats, vegetables, buffet preparation, and customer service. It is a realistic training situation.

Previously students were allowed to enter training at any time, and for any block of time. We hoped to interest and involve the student into devoting more time in the food program. Some became interested and devoted more time but the majority came only for the time assigned them. Soon we had a program of very few full-time students and many part-time students.

Part-time students were negatively influencing full-time students. We tried allowing the part-time student to prepare certain items that required more time than he had scheduled. The student would start an item today and finish it tomorrow. This helped interest some but did not work with all. We tried having students finish items started by others hoping to get the first student curious enough to stay and finish what he started. We found that most students would rather prepare something they could start and finish within their class period.

After finding we had more part-time than full-time students we

decided to withdraw all of the part-time students and accept only full-time students. This cut enrollment down to about ten students. We found that most of the students who had been withdrawn returned on a full-time basis.

We found much competition between the students in the kitchen area and much peer pressure among the students. We established a new program for the kitchen area with all students required to attend group meetings with the group social worker from the Personal Service Department. A questionnaire was issued to faculty members for the purpose of rating food and services. This was used as a basis for discussion and as a basis for developing a new program. The group meetings covered:

- a. Total involvement of students with the instructor in the establishment of the program. A very simple contract was drawn up to be signed by the student and instructor.
- b. Personal work habits and attitudes related to successful functioning in kitchen and later in restaurants serving the public. Attendance, use of time, punctuality, appearance, response to the public, response to co-workers, quality of work, quantity of work, good work habits.
- c. Problems of students in the program that were related to kitchen performance.

Students made selections from suggested ideas and decided stripes on arm bands should be worn. Six performance levels were devised:

1. Entry level I - No stripe, works with advanced student.
2. Level II - One stripe - student at this level must perform 25 tasks selected by instructor.

3. Level III - Two stripes - student must perform 50 tasks to be selected by instructor and student supervisor.
4. Level IV - Three stripes - students at this level become a helper or supervisor in certain areas to be selected by instructor. 20 new tasks must be completed at this level. Tasks selected by students and instructor.
5. Level V - Chef's hat - student at this level assists chef and may work in any area as needed, including the serving line.
6. Level VI - Chef of the Week - student at this level plans menus, and supervises operation of kitchen for a week, all under the supervision of the instructor.

The kitchen is closed one or two days a week for field trips to various hotels, restaurants, and related business places, so students can observe their operations first hand. This time is also used for classroom work, menu planning, guest speakers, outside demonstrations given by various chefs from famous restaurants and hotels in the Minneapolis metropolitan area.

When new students enter the program they usually are placed in the salad area so that they can experience immediate success.

The best method of instruction for a new student has been to demonstrate a preparation followed by a practice demonstration by the student. Frequent informal meetings and discussions are held with individual students to encourage them. Students are constantly supervised while they are working. Operations to be performed by students are discussed until he or she is sure of what is expected. Students are consistently praised and encouraged while work is being performed. A friendly, supportive atmosphere is promoted.

Attitudinal changes are also effected thru individual and group discussion. We attempt to get a consistent commitment from the student for a minimum of three days a week. Students are constantly encouraged to improve their attendance and punctuality. Most students react positively to instructor and peer group pressures.

If students are eligible for the N.Y.C. program, they are invited to join after 2 weeks in the kitchen. The majority of the clean-up work is done by these N.Y.C. students after the daily training program is completed.

We have used Title V workers in the kitchen as assistants to the instructor. If they have knowledge in certain areas they are encouraged to help instruct the students. They, in turn, also receive instruction and experience in supervision. We have had three such workers who worked very well with students. One Title V worker was aided in his decision to become a baker. The students in the bakery area were very helpful to the young man and learned what working together really means.

If students need help and N.Y.C. is not available we have made use of the Work Study Program. This is a helping hand for students while waiting for N.Y.C. Program to start. One student needing busfare was placed on Work Study for one hour a day.

Plans for Progress has been used in the kitchen area with some success. A student on this program is able to attend school in the morning and with close cooperation between the employer and the school we can help the student with specific learning difficulties before he goes to work.

After a student has been in the program for a period of time and finds that help is needed in math (for example in adjusting recipes for the bakery work) it is recommended that he be programmed into related math. Close contact is maintained with the related math teacher to inform him what the student needs.

We are going to try a new training experience for the students in the kitchen area. While the instructor is on vacation the students are going to operate the kitchen. Menus have been planned so that each student knows what is expected of him. Students are dependent on each other to see that the kitchen operates smoothly. Supervision will be furnished by a staff member but the students will be responsible to see that food is prepared, served, cleaned-up and put away. We feel that this will be a real challenge for students and will give them a feeling of responsibility.

INSTRUCTIONAL TOPICS

A. Food Preparation and Service

1. Soups and sauces

- a. Kinds and uses
- b. Selection and storage of ingredients
- c. Methods of preparation
- d. Safe work practices
- e. Care of tools and equipment

2. Vegetables

- a. Kinds
- b. Selection and storage
- c. Methods of preparation
- d. Safe work practices
- e. Care of tools and equipment

3. Meats

- a. Various kinds and cuts
- b. Selection and storage
- c. Methods of preparation
- d. Safe work practices
- e. Care of tools and equipment

4. Salads

- a. Kinds
- b. Selection and storage of ingredients
- c. Methods of preparation
- d. Dressings
- e. Safe work practices
- f. Care of tools and equipment

5. Desserts and Bakery Items

- a. Kinds
- b. Selection and storage of ingredients
- c. Methods of preparation
- d. Weights, measures, and temperatures
- e. Decorating techniques
- f. Safe work practices
- g. Care of tools and equipment

6. Buffet and Customer Service

- a. Food costs and control
- b. Recipes and cooking directions
- c. Personal cleanliness
- d. Serving methods
- e. Menu planning
- f. Customer relations

B. Related Information

- 1. State and local regulations concerning food preparation and service.
- 2. Job opportunities
- 3. Union membership
- 4. Good work habits
- 5. The importance of tasty foods and fine sauces.

SELECTED ANNOTATED BIBLIOGRAPHY

Fowler, Sina Faye, and others, Food for Fifty. New York: John Wiley & Sons, Inc., 1961.

This book is used mainly in the bakery department for use by students in preparing bakery goods for noon lunch.

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias. Chicago: American Technical Society, 1968.

Used by students in preparation of specific items in soup, salad, and meat areas.

_____, (ed.), Betty Crocker's New Picture Cook Book. New York: McGraw Hill Book Co., 1961.

This book is very useful in helping students select new items to try in all areas of the kitchen.

Cakes. Minneapolis: The Pillsbury Company.

A collection of large quantity cake recipes.

Cake Mix - Frosting Mix, Brownie - Gingerbread: Facts & Recipes. Minneapolis: Institutional Food Service Division, The Pillsbury Co.

Booklet by Pillsbury for all students using their prepared mixes in quantity baking.

Cooking Meat in Quantity. Chicago: National Live Stock and Meat Board.

A generally informative booklet covering shrinkage, various cuts, purchasing guidelines, etc. for use when preparing for large groups. Few recipes.

Cling Peach Desserts and Salads. San Francisco: Cling Peach Advisory Board.

Various recipes and ways to use peaches. Copies for every student.

Lessons on Meat. Chicago: National Live Stock and Meat Board.

Lessons cover nutritive value and place of meat in the diet. Also includes a buying guide and cooking and freezing methods.

Prize-Winning Turkey Recipes - For the Food Service Menu. Mount Morris, Illinois: National Turkey Federation.

A pamphlet describing various ways to prepare and serve turkey. Well illustrated in color.

133 Quantity Meat Recipes. Chicago: National Live Stock and Meat Board.

Methods of preparing beef, pork, veal and lamb based on fifty portion quantities.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.
2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.
3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.
4. Students are often allowed to make their own choice as to what materials they will read or study.
5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.
6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.
7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.
8. Frequent, well organized field trips. Students decide where to go and what to look for.
9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.
10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.
11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.
12. Students keep own attendance by signing in and out of class.
13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.
15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.
16. Student participation in planning the next day's work increases attendance.
17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.
18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.
19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.
20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.
21. The programming of students and jobs through the shop is done in the manner followed in industry.
22. Length of class periods and courses are flexible - depends on student proficiency and attitude.
23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.
24. The use of advanced students to assist in the instruction of newer students has positive effects on both.
25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.
26. Every effort is made to get the students "doing" as soon as possible.
27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).
28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.
29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.
31. Most technical areas require very little reading or written work. Emphasis is placed on performance.
32. New students enter the program every week.
33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.
34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.
35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.
36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.
37. Students are encouraged to accept their peers.
38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.
39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.
40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.
41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.
42. Instructors avoid negative or emotional reactions.
43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.
44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.
45. Students are encouraged to get more education and training.
46. Tape recorders are used to improve oral language usage.
47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.
49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.
50. Overhead projectors are used for small group presentations.
51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.
52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.
53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.
54. An attempt is made to have each student learn something new each day.
55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.
56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.
57. Emphasis is placed upon learning concepts through experiences rather than reading about them.
58. High quality work is encouraged and expected rather than just enough to "get by".
59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.
2. Pamphlets and paperbacks are used extensively in several areas.
3. Selected materials in related subjects are directed toward the student's vocational interest area.
4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.
5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.
6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.
8. Government Printing Office publications are used in nearly all areas.
9. Language lessons are used that employ local examples and student written sentences.
10. Trade and industrial publications are used in the technical and related areas.
11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.
12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.
13. Series of polaroid pictures are mounted and used to show the steps in various processes.
14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.
15. A card game designed by the students and instructor is used to help students learn capitalization skills.
16. Programmed texts are used in a few areas to polish basic skills.
17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.
18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.
19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.
20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.
21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.
22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.
23. Industry-produced charts and posters are used by several instructors.
24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.
26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.
27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.
2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.
3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.
4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.
5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.
6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.
7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.
9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.
10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.
11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.
12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.
13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.
14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.
16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.
17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.
18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietary attitude in students - it's "our" or "my" station now.
19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.
20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.
21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDIES

Case Study # _____

General Information

The young lady focused upon in this study was 20 years old when she entered the W.O.C. She was a high school graduate who was described as well groomed, pleasant, extremely well mannered and very receptive to instruction. However, she has been handicapped all her life by a severe, congenital hearing loss which has been partially corrected by a hearing aid. As a result, speech and language development have been retarded. She has had therapy in the school system but she continues to have problems. In spite of a 6th grade reading comprehension ability level, and a 5th grade reading vocabulary, she maintained an interest in school activities and graduated with a "C" average. She does not readily mix with her peers socially because of this speech and hearing handicap. However, her functional speech is adequate, she can carry on a conversation and express her ideas, but she is limited in ability to verbalize in abstract language. The Center requested funds for speech therapy.

The young lady was an only child and had lived a sheltered and dependent life. Background information includes an opinion that this was due to neurotic needs on behalf of one parent. Cooking and working with children were her interests.

At the Center she was programmed into remedial reading, homemaking, and food service training.

Methodology and Results

The student had poor retention and needed much individual direction and much practice at each task. The tasks were developmental. A chronology follows:

1st week

Student worked in salad area. Made two salads a day and prepared bread trays, salad dressing trays. Instruction was individual and by demonstrations.

2nd week

Made 1 of first weeks salad and two new salads a day. Prepared bread trays and dressing trays.

3rd week

Made salads of first week and two new salads. Continued preparing bread trays and salad dressings. Performance very satisfactory.

4th week

Had student prepare all six salads from starting program and work on two new salads. Prepare bread trays and salad dressings. Began being on serving line to pass out glasses and desserts at noon lunch.

5th week

Allowed student to prepare salads she was familiar with and dessert table for lunch. Bread and dressings trays.

9th week

During this period student was allowed to prepare salads she knew how to prepare, and during this time student and instructor worked on a variety of new salads adding 1 a day and repeating the new salads every two or three days.

10-13 weeks

Student very shy toward people so tried having her pour coffee in lunch room during lunch period. Student did her regular salads during this period. Performance satisfactory.

14-20 weeks

Student began to overcome shyness so tried getting her interested in going on some field trips with other students. Student still working in salad area. Introduced student to some buffet work in making, decorating and serving salads to large groups.

20-24 weeks

Student and her parents began to request job placement for student. Due to her lack of hearing and shyness with people we were very selective in a placement for this student. Found her a job in which she worked part-time in the salad area and part-time as a bus girl.

As the instructor I felt she was not ready for salad work but could function very well as a bus girl.

We tried to convince her parents and the student not to rush into job placement since the progress had been made under a close relationship student to instructor.

Prognosis

Student is no longer working in the salad area of the restaurant but is functioning very well as a full-time bus girl. She returns about every 2 months for general conversation with instructor. We reinforce her ability to be working a full-time job for the first

time in her life. Student seems content and has been working steadily for ten months now. At the present time she is satisfied with her position and is not seeking further technical training. She is productive, self-supporting and very contented. She will probably continue her employment and progress on the job as her self confidence develops even further.

Case Study # _____

General Information

This young man has lived in foster homes all his life. He has made eight moves in his 19 years, attended seven different schools, and has had at least 3 different foster parent situations. His last credits were earned in the tenth grade at Anoka State Hospital. He attended several high schools but his attendance was very poor, achievement was nil, and he finally dropped out after a few weeks in the eleventh grade.

A.B. was a slow learner but his attitude toward school throughout elementary school and junior high was good and he has always been well liked. As a result, by the eighth grade he was approximately 2 grade levels behind national norms along most scholastic achievement dimensions. But he was able to attain passing grades, though mostly below average, in junior high courses and he was judged mostly average on most personality traits. A.B.'s case seems to be one of simply being passed along and not being able to quite keep up with the progress of others in an academic situation. In senior high he could not tolerate a full day of school and was placed on the Work Program. He held a job for a few weeks but attendance at his two assigned classes was sporadic. On two occasions he tried to get into a military service branch but apparently was turned down both times.

Methodology and Results

This student came to the WOC at the age of 18 and was financially assisted by employment as a N.Y.C. worker. He entered the foods preparation program in which students prepare the noon menu daily for the school cafeteria.

In this training situation there is some pressure to produce the baked, cooked or fried entrees by 11:30 a.m. each day. Six to eight students work closely under the supervision of the instructor and each individual gradually takes on more responsibility up to preparing and serving a full dinner for special guests. Beginners develop confidence preparing the simpler items and then progress to more complex operations. Training is very realistic. The instructor relies primarily upon verbal instructions (most have poor reading comprehension) and visual demonstrations. Students progress at their own rate from salad preparation, to bakery, to meat table. Cleanup is considered an important aspect of every task. Here is a chronological summary of this student's progress:

1-4 weeks

Attendance: fair to poor. He seemed to show interest in areas of work being done by other students in program so invited students to take part in preparation work as a helper on the fry range, in salad preparation and in bakery. Student showed a real interest in work so was asked to enroll in program. Attendance picked up and student showed a real interest in program.

4-8 weeks

During this period student attendance and performance was very poor. Had various talks with student during period. Attendance improved but attitude toward work and other students remained poor. Student reported for work every day but joined in program very little.

8-12 weeks

During this time student took real interest in work. Ability during this period took a real upsurge and student performed very well. About halfway through this period student again began to lack cooperation.

Again counseled with student and his attitude seemed to change. Student took real interest in broiler work and cut some special steaks and served them. He was encouraged to specialize in an area he liked.

12-16 weeks

Student had quite a few personal setbacks and attitude seemed to regress. Student did attend regularly but partook passively in training program. During the latter part of the period we started a modified program for the kitchen area.

16-20 weeks

Student attended group therapy meetings as part of the kitchen program. Became a partner with the instructor in working out methods by which students get recognition for performance in food program. Student took a more active part in group program and really seemed to enjoy the status he had attained.

20-24 weeks

Student committed himself fully to this new program. Does much more work than is required of him and brings in many ideas that will enable him to advance and practice the ability he had already established during his enrollment in the program. He now has a part-time job at one of the downtown hotels. Student has been in school every day and then downtown working and has not missed a day from work since he started.

Prognosis

If student keeps his present attitude and increases his ability, we will be able to recommend him to a better, more satisfying job. I see no reason why this student will not become very successful.

Case Study # _____

General Information

This boy was a 16 year old lad who had terminated his high school career prematurely. He had a very lackadaisical attitude toward school and its activities. Enthusiasm was sorely lacking toward academic achievement. As a result, his attendance and punctuality were very poor. Teachers were not fond of his presence in their classes as he was very apt to create disruptions often. Potential was his insufficient measure but maturity and foresight were not. He finally dropped out after earning few credits.

When he came to the W.O.C. he tried out several training areas with little enduring interest. He was described by some as an overgrown baby, unsettled but secure, not worried about lack of achievement, and wasting much precious time. He then was assigned to Foods Preparation Training. A timetable of happenings follows:

Methodology and Results

1-2 weeks

Student enrolled during the summer and was put on Plans for Progress. Student would not comply with regulations so was dropped from program and enrolled as full-time student. He had exhibited very little interest in our training activities and was disturbing to other students.

3-4 weeks

Student shows less and less interest in program and more interested in playing and disturbing balance of students.

5-6 weeks

Meeting and talking with student brought about change for very short periods of time.

7 weeks

Had a final meeting with student and an agreement was made to the fact that student must be on time in order to take part in the kitchen program.

8-12 weeks

Student came almost every day but very seldom arrived on time. Arrived anywhere from 5 minutes to 55 minutes late. In September student told me very impolitely that we had done nothing to help him and he was returning to a good regular school.

I feel student failed to realize the opportunities available to him through our program.

He had remained passive and never took an active interest in our activities. It was difficult to reach him although we gave him every consideration and personalized attention during instruction and counseling, and many incentives such as meals and snacks.

Prognosis

In the fall this student returned to his regular high school where a considerable improvement in attitude has been reported. His attendance is better but he is still not always punctual. Also, he seems more friendly and sought-out now, according to his counselor and teachers. He has achieved mostly passing grades and it appears that he will make it this time.

Whether this fresh turn of events can in any way be attributed to the influence of WOC is speculative. It may be that during this time that he developed a clearer insight into his public image and made a slight modification in self to better adjust to practicalities.